



### Objective

The student will gain speed and accuracy and read with proper phrasing, intonation, and expression.

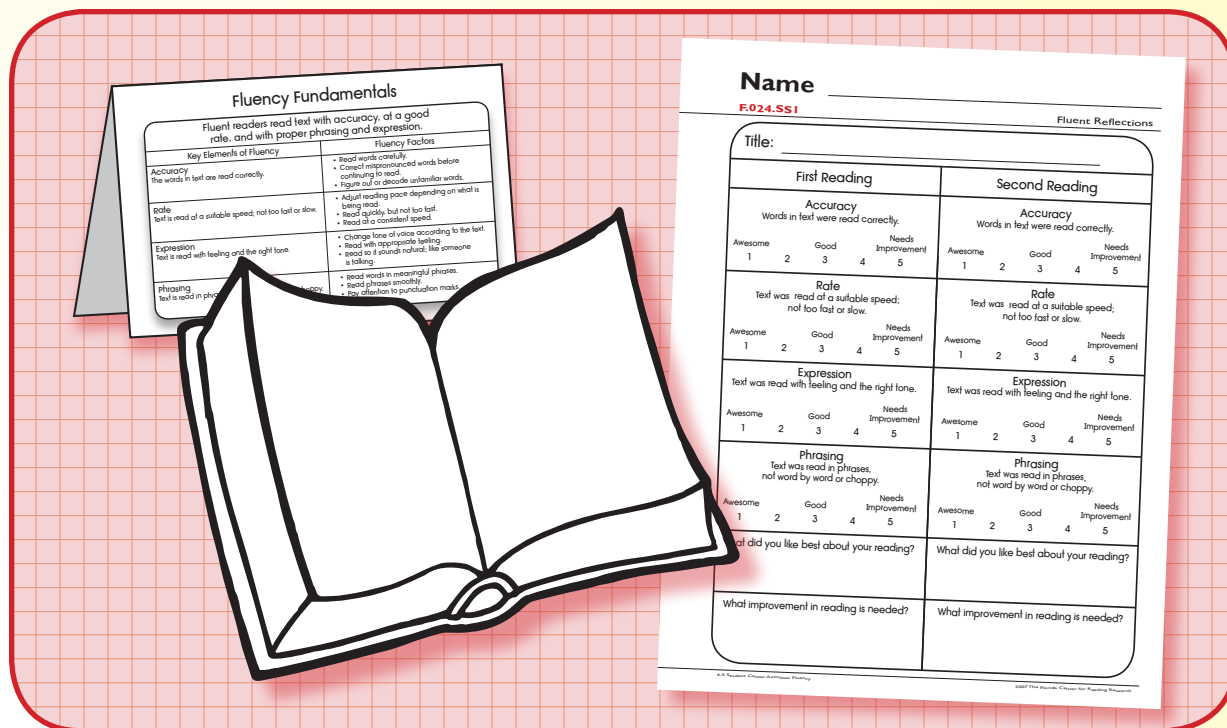
### Materials

- ▶ Passage, book, or text  
*Choose text within students' instructional-independent reading level range.*
- ▶ Student sheet (Activity Master F.024.SS1)
- ▶ Fluency Fundamentals tent card (Activity Master F.024.AM1)

### Activity

Students read text and evaluate reading performance.

1. Provide each student with a copy of the text and a student sheet.
2. The student reviews the Fluency Fundamentals printed on the tent card.
3. Reads text emphasizing accuracy, rate, phrasing, intonation, and expression.
4. Completes “first reading” section of student sheet.
5. Rereads the text making planned improvements.
6. Completes “second reading” section of student sheet.
7. May repeat a third time.
8. Teacher evaluation



### Extensions and Adaptations

- ▶ Tape record self reading and use the student sheet to evaluate (Activity Master F.024.SS1).
- ▶ Evaluate self weekly by circling the number that best describes reading (Activity Master F.024.SS2).
- ▶ Read with a partner, discuss reading performance, and evaluate each other (Activity Master F.019.SS2).

# Fluency

Fluent Reflections

F.024.AMI

<ul style="list-style-type: none"> <li>• Read words in meaningful phrases.</li> <li>• Read phrases smoothly.</li> <li>• Pay attention to punctuation marks.</li> </ul>	Phrasing Text is read in phrases, not word by word or choppy.
<ul style="list-style-type: none"> <li>• Change tone of voice according to the text.</li> <li>• Read with appropriate feeling.</li> <li>• Read so it sounds natural; like someone is talking.</li> </ul>	Expression Text is read with feeling and the right tone.
<ul style="list-style-type: none"> <li>• Adjust reading pace depending on what is being read.</li> <li>• Read quickly, but not too fast.</li> <li>• Read at a consistent speed.</li> </ul>	Rate Text is read at a suitable speed; not too fast or slow.
<ul style="list-style-type: none"> <li>• Read words carefully.</li> <li>• Correct mispronounced words before continuing to read.</li> <li>• Figure out or decode unfamiliar words.</li> </ul>	Accuracy The words in text are read correctly.
Fluency Factors	Key Elements of Fluency
<p>Fluent readers read text with accuracy, at a good rate, and with proper phrasing and expression.</p>	

## Fluency Fundamentals

## Fluency Fundamentals

Fluent readers read text with accuracy, at a good rate, and with proper phrasing and expression.

Key Elements of Fluency	Fluency Factors
<b>Accuracy</b> The words in text are read correctly.	<ul style="list-style-type: none"> <li>• Read words carefully.</li> <li>• Correct mispronounced words before continuing to read.</li> <li>• Figure out or decode unfamiliar words.</li> </ul>
<b>Rate</b> Text is read at a suitable speed; not too fast or slow.	<ul style="list-style-type: none"> <li>• Adjust reading pace depending on what is being read.</li> <li>• Read quickly, but not too fast.</li> <li>• Read at a consistent speed.</li> </ul>
<b>Expression</b> Text is read with feeling and the right tone.	<ul style="list-style-type: none"> <li>• Change tone of voice according to the text.</li> <li>• Read with appropriate feeling.</li> <li>• Read so it sounds natural; like someone is talking.</li> </ul>
<b>Phrasing</b> Text is read in phrases, not word by word or choppy.	<ul style="list-style-type: none"> <li>• Read words in meaningful phrases.</li> <li>• Read phrases smoothly.</li> <li>• Pay attention to punctuation marks.</li> </ul>



# Name \_\_\_\_\_

**F.024.SSI**

Fluent Reflections

Title: \_\_\_\_\_

### First Reading

### Second Reading

#### Accuracy

Words in text were read correctly.

Awesome                      Good                      Needs  
1      2      3      4      5  
Improvement

#### Accuracy

Words in text were read correctly.

Awesome                      Good                      Needs  
1      2      3      4      5  
Improvement

#### Rate

Text was read at a suitable speed;  
not too fast or slow.

Awesome                      Good                      Needs  
1      2      3      4      5  
Improvement

#### Rate

Text was read at a suitable speed;  
not too fast or slow.

Awesome                      Good                      Needs  
1      2      3      4      5  
Improvement

#### Expression

Text was read with feeling and the right tone.

Awesome                      Good                      Needs  
1      2      3      4      5  
Improvement

#### Expression

Text was read with feeling and the right tone.

Awesome                      Good                      Needs  
1      2      3      4      5  
Improvement

#### Phrasing

Text was read in phrases,  
not word by word or choppy.

Awesome                      Good                      Needs  
1      2      3      4      5  
Improvement

#### Phrasing

Text was read in phrases,  
not word by word or choppy.

Awesome                      Good                      Needs  
1      2      3      4      5  
Improvement

What did you like best about your reading?

What did you like best about your reading?

What improvement in reading is needed?

What improvement in reading is needed?

# Name \_\_\_\_\_

Fluent Reflections

**F.024.SS2**

## Reading Fluency Evaluation

Circle one number for each category (i.e., accuracy, rate, expression, and phrasing).	Date _____	Date _____	Date _____	Date _____	Date _____
<b>ACCURACY</b>					
• I read every word correctly.	3	3	3	3	3
• I read most of the words correctly and corrected my errors.	2	2	2	2	2
• I read a few words correctly, but needed lots of help.	1	1	1	1	1
<b>RATE</b>					
• I read at a steady and good rate.	3	3	3	3	3
• I read at a good rate most of the time, but sometimes read either too fast or too slowly.	2	2	2	2	2
• I read the whole text too fast or too slowly.	1	1	1	1	1
<b>EXPRESSION</b>					
• I read with feeling while changing the tone of my voice.	3	3	3	3	3
• I read with feeling some of the time while changing the tone of my voice.	2	2	2	2	2
• I did not read with feeling or change the tone of my voice.	1	1	1	1	1
<b>PHRASING</b>					
• I read in meaningful phrases and paid attention to punctuation marks.	3	3	3	3	3
• I sometimes read in phrases, but didn't always pay attention to punctuation marks.	2	2	2	2	2
• I read word by word and it sounded choppy. I didn't pay attention to punctuation marks.	1	1	1	1	1
<b>Fluency Total</b>					

What I really liked about my reading this week: \_\_\_\_\_

What I will work on to make my reading more fluent: \_\_\_\_\_